

DOCUMENT RESUME

ED 434 311

CS 013 689

TITLE Reading: Phonics Tool Kit.
INSTITUTION Oklahoma State Dept. of Education, Oklahoma City.
PUB DATE 1999-00-00
NOTE 19p.
PUB TYPE Guides - Classroom - Teacher (052)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Classroom Techniques; Core Curriculum; *Oral Reading;
*Phonics; Primary Education; *Reading Comprehension;
*Reading Instruction; *Reading Skills; Spelling; Writing
(Composition)
IDENTIFIERS *Oklahoma; Phonemic Awareness; Print Awareness

ABSTRACT

This "how-to" booklet was compiled by Oklahoma's "Phonics Task Force" to help teachers of K-3 students further incorporate phonics into daily reading instruction using a systematic approach--one that is logical, sequential, and orderly. The booklet states that the use of phonics in Oklahoma's core curriculum has been promoted since 1991. It also states that the "Phonics Task Force," compiled of exceptional elementary school teachers, administrators, and reading specialists, developed the booklet to assist elementary classroom teachers document reading skill development in their students. Pointing out that the phonics method has been proven to work for many students, the booklet's "Phonics Tool Kit" contains reading record sheets for the following seven reading categories: print awareness, phonemic awareness, phonics, oral reading, comprehension, spelling, and writing. (Contains a glossary of terms and a 50-item list of teacher resources.) (NKA)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

Reading: Phonics Tool Kit.

Oklahoma State Department of
Education, Oklahoma, City

Published:

1999

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced
exactly as received. It is not subject to
revision.

☐ Where necessary, the original document
has been reproduced in its entirety.

• Points of view or opinions stated in this
document do not necessarily represent
official ERIC position or policy.

W. J. Pratt

Advisory

Noneta Barnes, Retired Teacher
Mary Dahlgren, Payne Education Center

State Department of Education

Katie Dunlap, Assistant State Superintendent
Martha Michael, Team Leader - Curriculum/Effective Schools
Judy McDonald, Team Leader - Title I, School Support, Indian Education
Jan Shafer, Director - Reading/Literacy
Paula Carlile, Director - School Support
Dee Dee Mundell, Early Childhood/Family Education Coordinator
Suzy Davis, Reading Administrator - Title I
Rose Carlson, Secretary

Respectfully submitted,
Sandy Garrett
State Superintendent of Public
Instruction

Acknowledgements

Cassie Bridges

Ponca City Public Schools
Bonnie Bryant
Muskogee Public Schools
Diane Canavan
Shawnee Public Schools
Bonnie Christenson
Pawhuska Public Schools
Joanna Clark
Tulsa Public Schools
Lisa Clay
Coweta Public Schools
Glenna Clayborn
Wilburton Public Schools
Cathy Davis
Idabel Public Schools
Mary Dodge
Henryetta Public Schools
Debra Ely
Whitebead Public Schools
Tammy Farmer
Sallisaw Public Schools
Margaret Fields
McAlester Public Schools
Jennifer Fourcade
Mid-Del Public Schools
Lee Ann Fugate
Atoka Public Schools
Judie Hackworth
Putnam City Public Schools
Gayla Hall
Muldrow Public Schools
Steve Hawkins
Vinita Public School
Lynn Hendren
Jay Public Schools
Becky Higgins
Oklahoma City Public Schools
Sharon Hill
Poteau Public Schools
Cindy Huston
Ada Public Schools
Nancy Johnson
Durant Public Schools

Shannon Johnson

Muskogee Public Schools
Kay Jones
Hilldale Public Schools
Nakina Jones
Weleetka Public Schools
Kim Kelly
Carnegie Public Schools
Audrey Lewis
Guymon Public Schools
Debbie Lillard
Moore Public Schools
Karen Martin
Sapulpa Public Schools
Karma Maulson
Shattuck Public Schools
Judy McLemore
Antlers Public Schools
Maureen McQuillen
Bartlesville Public Schools
Jonna Opela
Prague Public Schools
Rita Poindexter
Cleveland Public Schools
Nancy Potts
Oklahoma City Public Schools
Linda Roberts
Owasso Public Schools
Lynne Rowley
Edmond Public Schools
Linda Shreffler
Pryor Public Schools
Chris Smith
Enid Public Schools
Phyllis Sterba
Weatherford Public Schools
Naty Stewart
Durant Public Schools
Juanita Thomas
Bristow Public Schools
Kathy Worthen
Ardmore Public Schools
Verda Wright
Miami Public Schools

READING: PHONICS TOOL KIT

Developed by
Superintendent Sandy
Garrett's Phonics Task
Force

Priority Academic Student
Skills (PASS)
Oklahoma's Core Curriculum

Foreword

As part of our Reading First Initiative last year, I appointed a Phonics Task Force and asked them to compile this "how-to" book to help teachers of K-3 students further incorporate phonics into daily reading instruction using a systematic approach - one that is logical, sequential and orderly. Although we have always promoted the use of phonics in our core curriculum (since 1991) and as a former teacher of reading myself, I think this information is needed in every classroom of early grade teachers.

The Phonics Task Force, compiled of exceptional elementary teachers, administrators and reading specialists, has developed this manual to assist elementary classroom teachers document reading skill development.

Many teachers are graduating from our colleges of education with little - if any - formal training in phonics. Though phonics is not the only way to effectively teach boys and girls how to read, it is one method that has been proven to work for many students. The Phonics Tool Kit contains reading record sheets for the following seven reading categories: print awareness, phonemic awareness, phonics, oral reading, comprehension, spelling and writing.

In 1997, I asked principals and superintendents to develop comprehensive local action plans to make reading the priority for their schools. To do so, I asked them to conduct a reading audit in conjunction with parents and community leaders, and to enhance the professional development of their teachers. This handbook is the next logical step, as it provides teachers with additional tools to use in teaching reading, strategies which build upon each school's locally adopted plans and is a step on the road to Oklahoma becoming a state of "Reader Leaders."

Reading/Phonics Record Sheet




Student's Name _____

Year _____

Teacher's Name _____

Grade ____ K ____ 1 ____ 2 ____ 3

Legend

	Exhibits reading behavior consistently
	Making Progress
	Has not exhibited the behavior

Print Awareness

Learners' understanding of the characteristics of written language.

Shaded box indicates
suggested grade level

Date of Observation

Teacher Comments

<div>K</div> <div>1</div> <div>2</div> <div>3</div>	Book orientation: right side up front and back of book				
<div>K</div> <div>1</div> <div>2</div> <div>3</div>	Book parts: book cover title page				
<div>K</div> <div>1</div> <div>2</div> <div>3</div>	Directionality of print: left to right sweep left page before right page top to bottom				
<div>K</div> <div>1</div> <div>2</div> <div>3</div>	Match spoken word to print				
<div>K</div> <div>1</div> <div>2</div> <div>3</div>	Distinguishes between a letter and a word				
<div>K</div> <div>1</div> <div>2</div> <div>3</div>	Print is written language				

READING: PHONICS TOOL KIT

Developed by
Superintendent Sandy Garrett's
Phonics Task Force

Priority Academic Student
Skills (PASS)
Oklahoma's Core Curriculum

Reading/Phonics Record Sheet

Student's Name _____ Year _____
Teacher's Name _____ Grade ____ K ____ 1 ____ 2 ____ 3

Phonemic Awareness

Ability to detect and change sounds in spoken language (precedes phonics instruction)

Shaded box indicates
suggested grade level

Date of Observation

Teacher Comments

<div style="border: 1px solid black; padding: 2px;">K</div> <div style="border: 1px solid black; padding: 2px;">1</div> <div style="border: 1px solid black; padding: 2px;">2</div> <div style="border: 1px solid black; padding: 2px;">3</div>	Rhyming words: recognizes produces				
<div style="border: 1px solid black; padding: 2px;">K</div> <div style="border: 1px solid black; padding: 2px;">1</div> <div style="border: 1px solid black; padding: 2px;">2</div> <div style="border: 1px solid black; padding: 2px;">3</div>	Identifies onsets (all the sounds that come before the first vowel) and rimes (first vowel and all the sounds that follow)				
<div style="border: 1px solid black; padding: 2px;">K</div> <div style="border: 1px solid black; padding: 2px;">1</div> <div style="border: 1px solid black; padding: 2px;">2</div> <div style="border: 1px solid black; padding: 2px;">3</div>	Distinguishes beginning sounds in spoken words				
<div style="border: 1px solid black; padding: 2px;">K</div> <div style="border: 1px solid black; padding: 2px;">1</div> <div style="border: 1px solid black; padding: 2px;">2</div> <div style="border: 1px solid black; padding: 2px;">3</div>	Blends phonemes				
<div style="border: 1px solid black; padding: 2px;">K</div> <div style="border: 1px solid black; padding: 2px;">1</div> <div style="border: 1px solid black; padding: 2px;">2</div> <div style="border: 1px solid black; padding: 2px;">3</div>	Segment phonemes: words into word parts word parts into phonemes				
<div style="border: 1px solid black; padding: 2px;">K</div> <div style="border: 1px solid black; padding: 2px;">1</div> <div style="border: 1px solid black; padding: 2px;">2</div> <div style="border: 1px solid black; padding: 2px;">3</div>	Deletes phonemes				
<div style="border: 1px solid black; padding: 2px;">K</div> <div style="border: 1px solid black; padding: 2px;">1</div> <div style="border: 1px solid black; padding: 2px;">2</div> <div style="border: 1px solid black; padding: 2px;">3</div>	Counts phonemes				

READING: PHONICS TOOL KIT

Developed by
Superintendent Sandy Garrett's
Phonics Task Force

Priority Academic Student
Skills (PASS)
Oklahoma's Core Curriculum

Reading/Phonics Record Sheet

Student's Name _____ Year _____

Teacher's Name _____ Grade: ___ K ___ 1 ___ 2 ___ 3

Phonics

Ability to apply sound-symbol relationships (this is not a determined sequence for teaching)

Shaded box indicates
suggested grade level

Date of Observation

Teacher Comments

<div style="border: 1px solid black; padding: 2px; display: inline-block;">K</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">1</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">2</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">3</div>	Identifies alphabet by: name sound				
<div style="border: 1px solid black; padding: 2px; display: inline-block;">K</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">1</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">2</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">3</div>	Distinguishes upper and lower case letters				
<div style="border: 1px solid black; padding: 2px; display: inline-block;">K</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">1</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">2</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">3</div>	Distinguishes beginning consonant sounds				
<div style="border: 1px solid black; padding: 2px; display: inline-block;">K</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">1</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">2</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">3</div>	Distinguishes ending consonant sounds				
<div style="border: 1px solid black; padding: 2px; display: inline-block;">K</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">1</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">2</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">3</div>	Distinguishes medial consonant sounds				
<div style="border: 1px solid black; padding: 2px; display: inline-block;">K</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">1</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">2</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">3</div>	Distinguishes short vowel consonant sounds				
<div style="border: 1px solid black; padding: 2px; display: inline-block;">K</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">1</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">2</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">3</div>	Distinguishes long vowel sounds				
<div style="border: 1px solid black; padding: 2px; display: inline-block;">K</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">1</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">2</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">3</div>	Uses most reliable vowel rules				

READING: PHONICS TOOL KIT

Developed by
Superintendent Sandy Garrett's
Phonics Task Force

Priority Academic Student
Skills (PASS)
Oklahoma's Core Curriculum

Reading/Phonics Record Sheet

Student's Name _____

Year _____

Teacher's Name _____

Grade ____ K ____ 1 ____ 2 ____ 3

Phonics

(continued)

Shaded box indicates
suggested grade level

Date of Observation

Teacher Comments

<div>K</div> <div>1</div> <div>2</div> <div>3</div>	Uses onsets and rimes to decode words				
<div>K</div> <div>1</div> <div>2</div> <div>3</div>	Uses blends to decode words				
<div>K</div> <div>1</div> <div>2</div> <div>3</div>	Uses digraphs to decode words				
<div>K</div> <div>1</div> <div>2</div> <div>3</div>	Reads high frequency words automatically				
<div>K</div> <div>1</div> <div>2</div> <div>3</div>	Recognizes and uses compound words				
<div>K</div> <div>1</div> <div>2</div> <div>3</div>	Recognizes and uses contractions				
<div>K</div> <div>1</div> <div>2</div> <div>3</div>	Recognizes and uses syllabication				
<div>K</div> <div>1</div> <div>2</div> <div>3</div>	Recognizes and uses base words and affixes				

READING: PHONICS TOOL KIT

Developed by
Superintendent Sandy Garrett's
Phonics Task Force

Priority Academic Student
Skills (PASS)
Oklahoma's Core Curriculum

Reading/Phonics Record Sheet

Student's Name _____ Year _____

Teacher's Name _____ Grade ____ K ____ 1 ____ 2 ____ 3

Oral Reading

Process of reading aloud to communicate

Shaded box indicates
suggested grade level

Date of Observation

Teacher Comments

<div>K</div> <div>1</div> <div>2</div> <div>3</div>	Determines unknown work by using decoding skills and context clues				
<div>K</div> <div>1</div> <div>2</div> <div>3</div>	Adjusts pace and voice intonations when reading aloud				
<div>K</div> <div>1</div> <div>2</div> <div>3</div>	Oral reading accuracy at 90-94% (instructional level) or 95-100% (independent level)*				
<div>K</div> <div>1</div> <div>2</div> <div>3</div>	Uses punctuation for meaning				
<div>K</div> <div>1</div> <div>2</div> <div>3</div>	Reads decodable text fluently				

*Example: Total number of words read correctly divided by the total number of words in the passage equals the accuracy rate.

READING: PHONICS TOOL KIT

Developed by
Superintendent Sandy Garrett's
Phonics Task Force

Priority Academic Student
Skills (PASS)
Oklahoma's Core Curriculum

Reading/Phonics Record Sheet

Student's Name _____ Year _____

Teacher's Name _____ Grade ____ K ____ 1 ____ 2 ____ 3

Comprehension

goal of all reading instruction (phonics instruction is linked to all reading and writing)

Shaded box indicates
suggested grade level

Date of Observation

Teacher Comments

<div>K</div> <div>1</div> <div>2</div> <div>3</div>	Connects prior knowledge to text				
<div>K</div> <div>1</div> <div>2</div> <div>3</div>	Retells a story: read to student read by student				
<div>K</div> <div>1</div> <div>2</div> <div>3</div>	Places events in sequential order				
<div>K</div> <div>1</div> <div>2</div> <div>3</div>	Makes predictions and confirms after reading or listening to text				

READING: PHONICS TOOL KIT

Developed by
Superintendent Sandy Garrett's
Phonics Task Force

Priority Academic Student
Skills (PASS)
Oklahoma's Core Curriculum

Reading/Phonics Record Sheet

Student's Name _____

Year _____

Teacher's Name _____

Grade ____ K ____ 1 ____ 2 ____ 3

Comprehension

(continued)

Shaded box indicates
suggested grade level

Date of Observation

Teacher Comments

<div>K</div> <div>1</div> <div>2</div> <div>3</div>	Monitors for understanding. Uses a variety of strategies to "fix" the problem including rereading				
<div>K</div> <div>1</div> <div>2</div> <div>3</div>	Generates questions to integrate information				
<div>K</div> <div>1</div> <div>2</div> <div>3</div>	Distinguishes between reality and fantasy				
<div>K</div> <div>1</div> <div>2</div> <div>3</div>	Distinguishes between fact and opinion				
<div>K</div> <div>1</div> <div>2</div> <div>3</div>	Summarizes main points and events				
<div>K</div> <div>1</div> <div>2</div> <div>3</div>	Recognizes cause/effect relationships				

READING: PHONICS TOOL KIT

Developed by
Superintendent Sandy Garrett's
Phonics Task Force

Priority Academic Student
Skills (PASS)
Oklahoma's Core Curriculum

Reading/Phonics Record Sheet

Student's Name _____ Year _____

Teacher's Name _____ Grade ____ K ____ 1 ____ 2 ____ 3

Spelling

process of representing language by means of a writing system

Shaded box indicates
suggested grade level

Date of Observation

Teacher Comments

<div>K</div> <div>1</div> <div>2</div> <div>3</div>	Uses transitional or temporary spelling					
<div>K</div> <div>1</div> <div>2</div> <div>3</div>	Applies phonics and word analysis strategies in attempting to spell					
<div>K</div> <div>1</div> <div>2</div> <div>3</div>	Uses spelling generalizations or rules					
<div>K</div> <div>1</div> <div>2</div> <div>3</div>	Writes some words using conventional spelling					

READING: PHONICS TOOL KIT

Developed by
Superintendent Sandy Garrett's
Phonics Task Force

Priority Academic Student
Skills (PASS)
Oklahoma's Core Curriculum

Reading/Phonics Record Sheet

Student's Name _____ Year _____
Teacher's Name _____ Grade ____ K ____ 1 ____ 2 ____ 3

Writing

written speech

Shaded box indicates
suggested grade level

Date of Observation

Teacher Comments

<div style="border: 1px solid black; padding: 2px;"> K 1 2 3 </div>	Participates in frequent writing opportunities				
<div style="border: 1px solid black; padding: 2px;"> K 1 2 3 </div>	Uses the writing process of prewriting, writing and rewriting				
<div style="border: 1px solid black; padding: 2px;"> K 1 2 3 </div>	Uses spaces between words				
<div style="border: 1px solid black; padding: 2px;"> K 1 2 3 </div>	Uses correct capitalization				
<div style="border: 1px solid black; padding: 2px;"> K 1 2 3 </div>	Uses correct punctuation				

Reading/Phonics Record Sheet

Glossary

antonyms: words which have opposite meanings (hot and cold)

base word: a word to which a prefix or suffix may be added to form a new word (go + ing = going)

compound word: a word made by putting two or more words together (cowboy)

consonant blend: the joining of the sounds represented by two or more letters with minimal change in those sounds; consists of two or more consonants sounded together in such a way that each is heard (bl, gr, sp, etc.)

consonant digraph: consists of two consonants that together represent one sound (sh, ch, th, wh)

consonants: the remaining letters of the alphabet and usually include y and w; single sound made by a parted or complete obstruction of air

context clue: the information from the immediate textual setting that helps identify a word or word group

contraction: a short way to write two words as one by writing the two words together, leaving out one or more letters and replacing the missing letters by an apostrophe (cannot = can't)

convention: accepted practice in written language

decode: to analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning

diphthong: a vowel sound produced when the tongue moves from one vowel sound toward another vowel in the same syllable; two vowel sounds that come together so fast that they are considered one syllable (ou, ow, oi/oy)

directionality: the ability to perceive spatial orientation accurately (left to right)

fluency: freedom from word-identification problems that might hinder comprehension in silent reading or the expression of ideas in oral reading; automaticity, the ability to produce words or larger language units in a limited time interval

homographs: words which are spelled alike but have different sounds and meanings (bow and arrow vs. bow of a ship)

homonyms: words which sound the same but have different spellings and meanings (bear, bare)

independent reading level: the readability or grade level of material that is easy for a student to read with few word-identification problems and high comprehension (see page 5)

instructional reading level: the reading ability or grade level of material that is challenging, but not frustrating for the student to read successfully with normal classroom instruction and support (see page 5)

medial: coming in the middle of a word

onset: all of the sounds in a word that came before the first vowel

root word: a word with no prefix or suffix added; may also be referred to as a *base word*

schwa: the vowel sound heard at the beginning of the word *about* and represented by the symbol /a/ and any of the vowel letters (carrot, alone)

sight word: any word recognized by memory only

silent e: an e that makes no sound that is usually found in the final position of an English root word

soft c and g rule: when c or g is followed by e, i, or y, it is usually soft

structural analysis: the process of using knowledge of root words, endings, and affixes to decode words

suffix: a syllable or group of syllables attached to the end of a word or root to change its meaning (s, ed, ing)

syllabication: the division of words into syllables

syllable: a minimal unit of sequential speech sounds made up of a vowel sound or a vowel consonant combination and always contains a vowel sound

synonyms: words which have the same meaning

transitional spelling: the result of an attempt to spell a word whose spelling is not already known, based on a writer's knowledge of the spelling system and how it works

vowel digraph: two vowels pronounced in such a way that the letters together stand for one sound (/a/ in sleigh)

vowels: a, e, i, o, u and sometimes y and w; made without any air obstruction

y as a vowel rule: if y is the only vowel sound at the end of a one-syllable word, y has the sound of long i; if y is the only vowel at the end of a word of more than one syllable, y has a sound almost like long e

pacing: setting one's own reading rate by using a pattern appropriate for the reading task

phonemes: a minimal sound unit of speech that distinguishes one word from another (lace, lake)

phonemic awareness: a way of teaching reading and spelling that stresses symbol sound relationships; the ability to associate letters and letter combinations with sound and blendings then into syllables and words

phonics: a way of teaching reading and spelling that stresses symbol sound relationships; the ability to associate letters and letter combinations with sound and blending them into syllables and words

prediction strategy: a person's use of knowledge about language and the context in which it occurs to anticipate what is coming in writing or speech

prefix: a syllable or group of syllables attached to the beginning of a word or root to change its meaning (reprint, unpack, dislike)

prior knowledge: knowing that stems from previous experience. Note: prior knowledge is a key component of schema theories of reading and comprehension

rime: the first vowel in a word and all the sounds that follow

Teacher Resources

- Adams, Marilyn Jager. *Beginning to Read: Thinking and Learning About Print*, MIT Press, Cambridge, MA, 1990.
- Adams, Marilyn Jager, et al. *Phonemic Awareness in Young Children*, Paul Brooks, Baltimore, MD, 1997.
- Allington, R. L. "Fluency: The Neglected Goal." *The Reading Teacher*, 36: 556-561, 1993.
- Allington, R. L. "The Reading Instruction Provided Readers of Differing Ability." *Elementary School Journal* 83: 548-59, 1983.
- Bean, W and C. Bouffler. *Spell by Writing*, Primary English Teaching Association (PETA), Rozelle, NSW, 1986.
- Bear, D. R., M. Invernizzi, S. Templeton and F. Johnston. *Words Their Way*, Prentice Hall, Saddle River, NJ, 1996.
- Beaver, J., et al. in press. *Development Primary Assessment*. Upper Arlington Public Schools, Upper Arlington, OH.
- Beck, I. L. and C. Juel. "The Role of Decoding in Learning to Read." S. J. Samuels and A. E. Farstrup, *What Research Has to Say About Reading Instruction*, 101-103, International Reading Association, Newark, DE, 1992.
- California Department of Education. *Teaching Reading, A Balanced, Comprehensive Approach to Teaching Reading in Prekindergarten Through Third Grade*, State Superintendent of Public Instruction, California State Board of Education and California Commission on Teacher Credentialing, Sacramento, CA, 1996. (World Wide Web)
- California Reading Association. *Building Literacy: Making Every Child a Reader*.
- Calkins, L.M. *Lessons from a Child: On the Teaching and Learning of Writing*, Heinemann, Portsmouth, NH, 1983.
- Clay, M. M. *Becoming Literate: The Construction of Inner Control*, Heinemann, Portsmouth, NH, 1991.
- Clay, M. M. *Reading Recovery: A Guidebook for Teachers in Training*, Heinemann, Portsmouth, NH, 1994.
- Clay, M. M. *What Did I Write?*, Heinemann, Portsmouth, NH, 1975.
- Clymer, T. "The Utility of Phonic Generalizations in the Primary Grades," *The Reading Teacher*, 50, 182-187, 1963/1996.
- Cooper, J. David. *Literacy: Helping Children Construct Meaning*, Houghton-Mifflin Co., Dallas, TX, 1993.
- Cunningham, Patricia. *Phonics They Use*, Harper Collins, New York, NY, 1995.

Cunningham, Patricia and Richard L. Allington. *Classrooms that Work: They Can All Read and Write*, Harper Collins, New York, NY.

Diamond, L. and S. Mandel. *Building a Powerful Reading Program: From Research to Practice*, The California Education Policy Seminar and the California State University Institute for Education Reform, Sacramento, CA, February 1996.

Dupree, Helen and Sandra Iverson. *Early Literacy in the Classroom: A New Standard for Young Readers*, The Wright Group Publishing, 19201 120th Avenue NE, Bothell, WA.

Dyer, P. C. and R. Binkney. Estimating cost-effectiveness and educational outcomes: Retention, remediation, special education and early intervention. R. L. Allington and S. A. Walmsley, *No Quick Fix: Rethinking Literacy Programs in America's Elementary Schools*, 61-77, Teachers College, NY, 1995.

Ehri, L. C. "Development of the Ability to Read Words." R. Barr, M. L. Kamil, P. B. Mosenthal and P. D. Pearson, *Handbook of Reading Research*, vol. II, 383-417, Longman, White Plains, NY, 1991.

Fountas, Irene C. and Gay Su Pinnell. *Guided Reading*, Heinemann, Portsmouth, NH, 1996.

Furnish, B. (ed.) *Write More, Learn More: Writing Across the Curriculum*, Phi Delta Kappa, Bloomington, IN, 1988.

Graves, D. *Writing: Teachers and Children at Work*, Heinemann, Portsmouth, NH, 1983.

Goswami, U. and P. Bryant. *Phonological Skills and Learning to Read*, Erlbaum Associates, Sussex, U.K., 1990.

Grossen, B. *30 Years of Research: What We Now Know About How Children Learn to Read*, The Center for The Future of Teaching and Learning and the Pacific Bell Foundation, Santa Cruz, CA, February 1997. (World Wide Web)

Hodges, Theodore and Richard E, eds. *The Literacy Dictionary: The Vocabulary of Reading and Writing*, International Reading Association, 1995.

Holdaway, D. *The Foundations of Literacy*, Ashton Scholastic, Sydney, Australia, 1979.

Honing, Bill. *Teaching Our Children to Read: The Role of Skills in a Comprehensive Program*, Corwin Press, Inc., Thousand Oaks, CA, 1996.

Huck, C. "The Use and Abuse of Children's Literature." *Children's Literature in the Classroom: Extending Charlotte's Web*, edited by J. Hickman, B. Cullinan and S. Hepkley, 1-15, Christopher-Gordon, Norwich, MA, 1994.

Juel, C. and S. J. Samuels. "Effects of Reading Group Assignment on Reading Development in First and Second Grade." *Journal of Reading Behavior*, 22, 233-254, 1990.

Levy, B. A., A. Nicholls and D. Kohne. "Repeated Readings: Process Benefits for Good and Poor Readers." *Journal of Experimental Child Psychology*, 56, 303-327, 1993.

Lyons, C. A., G. S. Pinnell and D. E. DeFord. *Partners in Learning: Teachers and Children in Reading Recovery*, College Press, NY, 1993.

Meek, M. *How Texts Teach What Readers Learn*, The Thimble Press, Great Britain, 1988.

National Research Council. *Preventing Reading Difficulties in Young Children*, National Academy Press, Washington, DC, 1998.

- Owens, Pamela and Dumfrey, eds. *Emergent and Developing Reading: Messages for Teachers*, 1995.
- Pearson, P. D. "Teaching and Learning Reading: A Research Perspective." *Language Arts*, 70, 502-511, 1993.
- Pinnell, G. S. and A. McCarrier. "Interactive Writing: A Transition Tool for Assisting Children in Learning to Read and Write." *Getting Reading Right from the Start: Effective Early Literacy Interventions*, edited by E. Hiebert and B. Taylor. Allyn & Bacon, Needham Heights, MA, 1994.
- Routman, R. *Invitations*, Heinemann, Portsmouth, NH, 1991.
- Samuels, S. J. "Decoding and Automaticity: Helping Poor Readers Become Automatic at Word Recognition." *The Reading Teacher*, 41, 756-760, 1988.
- Shanker, James L. and Eldon E. Ekwall, *Locating and Correcting Reading Difficulties*, 7th Edition, Prentice Hall, Inc., 1998.
- Smith, Frank and L. Erbaum, publisher. *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning*, 1994.
- Stahl, S. A. "Saying the 'P' Word: Nine Guidelines for Exemplary Phonics Instruction." *The Reading Teacher*, 46, 38-48, 1992.
- Stanovich, K. E. "Matthew Effects in Reading: Some Consequences of Individual Differences in the Acquisition of Literacy." *Reading Research Quarterly*, 21, 360-406, 1986.
- Stanovich, K. E. Word Recognition: Changing Perspectives. R. Barr, M. Kamil, P. Mosenthal and P. D. Pearson, (eds.), *Handbook of Reading Research*, vol. II, 418-452, Longman, NY, 1991.
- Texas Education Agency. *Texas Primary Reading Inventory*, 101 North Congress Avenue, Austin, TX, 1996.
- Tierney, R. J. and M. Leys. "What is the Value of Connecting Reading and Writing?" B. T. Peterson (ed.) *Convergences: Transactions in Reading and Writing*, 15-29, National Council of Teachers of English, Urbana, IL, 1986.
- Trieman, R. "Onsets and Rimes as Units of Spoken Syllables: Evidence from Children." *Journal of Experimental Child Psychology*, 39, 161-181, 1985.
- Uhry, J. K. and M. J. Shepherd. Segmentation/spelling instruction as part of a first-grade reading program: Effects on several measures of reading. *Reading Research Quarterly*, 28, 219-233, 1993.
- Wagstaff, Janiel. *Phonics That Work*, Scholastic Professional Books, Jefferson City, MO.